



DEVELOPING PARAGRAPH WRITING SKILL FOR SCIENCE IN INCLUSIVE CLASSROOM

Chavan Kalpana Swamirao

Ph.D Scholar. Department of Education and Extension, Savitribai Phule Pune University, Pune

ABSTRACT

This article explores the practices of teaching learning strategies for inclusive classroom. Science is one of the important subjects which have terminological language. This subject plays role in developing scientific attitude. Paragraph writing skill is one of the language skill and as an academic survival skill is a central part of inclusive situation and children must have acquired these skills for cope up with the inclusive classroom climate and Science subject achievement. Paragraph writing is important skill which is useful to reflect understanding of science content. Both students need to acquire this terminological language for academic achievement. The aim with the paper is to cover following questions: 1 What is the basic framework of paragraph writing? 2 What are the types of paragraph for science subject? 3 How can student acquire this skill using science content?

KEYWORDS: Inclusive classroom, Paragraph writing skill and levels, language skill development method, skill development along with content.

INTRODUCTION:

Academic survival skills/ study skills are the skills you need to acquire for academic success. **Respicius Rwehumbiza** in his book "Understanding Examination Techniques and Effective study Strategies" in 2013 asserted that, most students fail in examinations simply because they lack study skills and/or examination taking techniques. So both students need these skills for successful achievement in school as well as in life. Inclusive classroom fosters co-operation and acceptance. Teacher always select such type of teaching method which welcome and support all student's learning i.e. non disabled student as well as disabled student.

Science Subject:

Science is one of the important subjects which have terminological language.

This subject plays role in developing scientific attitude. Paragraph writing skill is one of the language skill and as an academic survival skill is a central part of inclusive situation and children must have acquired these skills for cope up with the inclusive classroom climate and Science subject achievement. Paragraph writing is important skill which is useful to reflect understanding of science content. Both students need to acquire this terminological language for academic achievement.

CTSSA METHOD: Collaboration with Teaching Skill and Skill Acquiring

This method includes four strategies related to teaching and learning. These are,

A) LEARNING STRATEGY: 1] Collaborative learning strategy 2] Skill acquiring strategy

B) TEACHING STRATEGY: 1] Collaborative teaching strategy 2] Skills development (along with content) strategy

TYPES OF INTERACTIONS in CTSSA METHOD:

1 Teacher-Teacher 2 Teachers- Student 3 Student-Student 4 Student-Content 5 Student-Medium

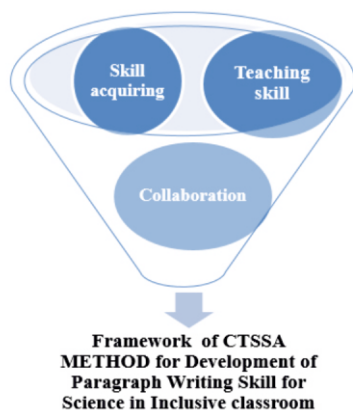


Figure1: Conceptual Framework of CTSSA Method

STEPS OF CTSSA METHOD: FOUR STEPS.

1] Demonstration with Explanation 2] Practice 3] Application and 4] Evaluation TS STAGE: First step is related to teaching skill (TS) and involved collaboration (C) of science teacher and special teacher.

SA STAGE: Second and Third steps are related to skill acquiring (SA) and involved collaboration (C) of students. Fourth step is related to both that means subject teacher and students.

1] DEMONSTRATION WITH EXPLANATION

1. To describe and actually show skill stepwise/ subcategory/level wise with content in class
2. Assign share and pair activity related to skill level with their peer and this is the start of group preparation.

2] PRACTICE

1. Here student gets actual practice of particular skill and also becoming familiar to each other.
2. Give opportunities to both students to accept each other how they are?

For this teacher can use "Cooperative learning techniques"

3] APPLICATION

- 1 To provide chance to inclusive students to demonstrate this skill to someone or in small group. A3S Model prefer "Teach one each one" strategy.
- 2 Circulate groups (every member gets one member of other group)

4] EVALUATION

1 INDIVIDUAL EVALUATION:

- 1 To assess student's skill with the help of skill scale, self assessment scale and skill with content achievement test

2 GROUPEVALUATIONS:

- 1 To assess group on the basis of feedback form and presentation.

ROLE OF TEACHER: COLLABORATIVE TEACHING:

Here both teachers involved to develop instructional strategy for to develop paragraph writing skills of inclusive students.

ROLE OF STUDENT: COLLABORATIVE LEARNING

ACTIVE MEMBER OF GROUP: Positive interdependence, face to face interaction, individual as well as group accountability, interpersonal skills and group processing.(co-operative learning).

CTSSA METHOD IN ACTION:

In first step of CTSSA Method demonstration with explanation: TEACHING SKILL:

Both teachers make lesson plan for paragraph writing skill along with science content and special teacher assist about special need student's need and according to that changes made in lesson plan and content delivery.

- 2 Explain Definition and levels of paragraph writing skills and also explain types of paragraph

Paragraph Writing Skill: "To write a distinct section of a piece, usually a group of sentences that forms a unit dealing with a single theme and indicated by a new line, indentation or numbering the concluding paragraph."

Table1: Paragraph Writing Skill & Five Levels

Paragraph writing skill & levels
Identifying the strategy
Modeling the strategy
Scaffolding the strategy 1 Topic sentence 2 Supporting sentence and examples 3 Concluding sentence
First draft of paragraph
Rewrite/rearrange the paragraph

• **Identified strategy:**

Here student needs to analyze question and identify which type of paragraph he/she needs to write.

A student needs to write paragraph including topic sentence, supporting sentences and concluding sentence with purpose of paragraph.

Types of paragraphs: (depending on purpose)

1 Descriptive paragraph:

Use descriptive paragraph when you want to explain and describe something (term/concept).

2 Evidence based paragraph:

Use evidence based paragraph when you want to support the term or concept by Facts/principles/formulas/numbers/figures.

3 Opinion paragraph:

Use opinion paragraph when you want to give opinion/ reason/ cause and effect.

4 process describing paragraph:

Use process describing paragraph when you want to explain process or steps of something.

5 Definition paragraph:

Use definition paragraph when you want to define and explains a term or concept.

3 Assign share and pair activity related to paragraph writing skill types. and skill level with their peer and this is the start of group preparation.

1 Some examples:

Q Look at following questions and answer which type of paragraph we need to write,

- 1 Describe the structure of the earth's interior.
- 2 Which planets revolve around the sun?
- 3 Why is it difficult to climb a circular staircase?
- 4 What is a leaf apex?

In Second and Third steps of CTSSA Method Practice and Application:

SKILL ACQUIRING: Here science teacher makes five groups because this skill has five levels and distribute levels and assign work related to that particular level. Students practice skill level in group after completing practice then first level group members teach to remaining groups a first level of paragraph writing skill using demonstration with explanation method and then second level group teach remaining group and continues this after completing all levels and here third step of CTSSA Method "application" was completed.

• **Modeling the strategy:**

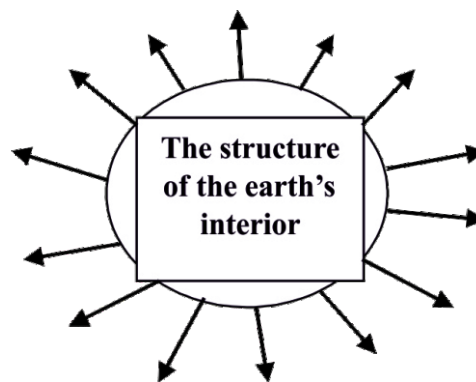
Here student needs to do brain storm and make a plan according to types of paragraph.

1 Brain storm:

Here student needs to brain storm to related topic and write down many ideas as they can.

Some examples:

1 Brain storm on "Describe the structure of the earth's interior" and complete the diagram.



2] Plan:

Here student needs to select better idea from above brain storm and write two reasons why this idea is better.

1 Select one idea from Brain storm of "Describe the structure of the earth's interior" and support by giving two reasons why this idea is better.

Selected idea

Reason 1:

Reason 2:

• **Scaffolding the strategy:**

Here student needs to think about topic sentence, supporting sentences and concluding sentence (these three are the parts of paragraph) of selected main idea.

1] Topic sentence:

The main idea of paragraph is most important point about topic. It often writes in first or second sentence of the paragraph so also called the topic sentence. It conveys the purpose of writing. For example Definition paragraph has defined term/concept in first two sentences.

2] Supporting sentences:

The other sentences help to explain or support the main idea it includes description/fact/opinion/reason/figures/numbers/definition/process/steps/ principles etc. These sentences help to explain and support the main idea.

3] Concluding sentence:

Sentence which include conclusion about the topic. This is the last sentence which includes conclusion and writer's opinion.

Some examples:

1 Write topic sentence, supporting sentences and concluding sentence for "Describe the structure of the earth's interior."

Topic/ main sentence:

Supporting sentences:

1

2

3

Concluding sentence:

• **First draft of paragraph:**

Here student needs to write first rough draft of paragraph which includes topic sentence, supporting sentences and concluding sentence.

Some examples:

1 Describe the structure of the earth's interior.

Topic sentence:

Supporting sentences:

1

2 _____
 3 _____
 4 _____

Concluding sentence: _____

• **Rearrange the paragraph:**

Here student needs to rearrange words, concepts and sentence order to make sense and appropriate meaning what they want to convey.

Some examples:

1 Describe the structure of the earth's interior.

Topic sentence: _____

Supporting sentences:

1 _____
 2 _____
 3 _____
 4 _____

Concluding sentence _____

The CTSSA Method provides such a frame work for language development. It incorporates all these strategies into an organized approach to teach content and develop paragraph writing skill that means language.

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